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ABSTRACT

The school review model is used by the Metropolitan Separate School Board of Toronto (Ontario) to determine, in a positive and supportive manner, the extent to which policies, procedures, and practices have been implemented in the local schools to achieve the Board's goals and objectives. The following areas are reviewed: (1) the Catholic school community environment; (2) curriculum objectives, planning, and resources; (3) communication strategies; (4) physical, human, and fiscal resources; (5) leadership initiatives; (6) professional development; and (7) student and personnel supervision and evaluation. Schools selected for review are given an orientation to the process and must submit a written profile. A team composed of external and internal reviewers conducts the following activities: (1) classroom visits; (2) a financial audit; (3) group teacher interviews; (4) an enrollment and attendance reports review; (5) a facilities-use verification; and (6) teacher, pastor, and parent perception surveys. The mission statement and objectives of the Metropolitan Separate School Board are included. The following materials are appended: (1) lists of the roles and responsibilities of the local Superintendent of Education and the principal in the school review process; (2) a copy of the school profile form; (3) guides for classroom visitations and group interviews; and (4) the pastor, parent, and teacher perception survey questionnaires. (FMW)

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PLANNING FOR SYSTEM IMPROVEMENT IN THE METROPOLITAN SEPARATE SCHOOL BOARD

THE SCHOOL REVIEW MODEL

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PREFACE

Planning for System Improvement in the Metropolitan Separate School Board - The School Review Model is the culmination of a year's study, deliberation and consultation. Various sectors of the schools and the broader community within and without the Metropolitan Separate School Board have had significant impact on the model design.

The School Review Model responds to initiatives outlined in Administering the Metropolitan Separate School Board: A Plan for Change.

The School Review Model will enable the partnership efforts of supervisory officers and the principal, teachers and support staff of the local school to ascertain, in a positive and supportive manner, the extent to which policies, procedures and practices have been implemented in the local school to achieve the goals and objectives of the Metropolitan Separate School Board, the local superintendency and the school. The information determined through a review, will speak of system quality, and will be used by all involved in the process to make decisions related to the maintenance of effective practices, the improvement of our practices, if required, and the formulation of meaningful plans for the future.

In short we, support staff, teacher, principal, and supervisory officer, through the data derived from school reviews, will continue to strive for educational excellence in our Catholic Schools - Schools With A Difference.

In addition to the valuable input provided by Metropolitan Separate School Board Supervisory Officers, the Metropolitan Catholic Principals/ Vice-Principals Association, the Ontario English Catholic Teachers' Association, Metro Elementary Unit, and the various union groups to the development of the School Review Model, the ideas and information related to school improvement, contributed by the following, are gratefully acknowledged:

R. Doyle, Director of Education and Staff, Frontenac-Lennox and Addington County Roman Catholic School Board.

M. Jackson, Superintendent of Curriculum and Staff Development Services, North York Board of Education

R.S. Campbell, Superintendent of School Operations, London Board of Education

R.I. Armstrong, Superintendent of Instruction, Peel Board of Education.

A special thanks to Martin Martens, Superintendent of Education, who co-developed the School Review Model and to Angela Ferrari, who typed and edited the sundry drafts of the document.

Peter Howarth
Senior Superintendent of Education
System Review

D.E. Clune
Chairman of the Board

A.J. Barone
Director of Education

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THE
MISSION STATEMENT
OF THE
METROPOLITAN SEPARATE SCHOOL BOARD

"The Metropolitan Separate School Board, delegated by parents and mandated by the local Catholic community, is sent to serve all the students entrusted to its care by offering them an education, excellent in all its aspects, in which God, His Truth, His Life and His Love are intrinsic to the entire curriculum and life of the school."

THE OBJECTIVES OF THE METROPOLITAN SEPARATE SCHOOL BOARD

WHEREAS the Metropolitan Separate School Board recognizes that God is the focal point of Catholic education, and therefore influences the school community and total learning experience in the daily life of the Catholic school; and

WHEREAS the Metropolitan Separate School Board recognizes its responsibility to provide an education that will develop the full spiritual, physical, intellectual, social and emotional well-being of each student as an individual of worth and dignity; and

WHEREAS the Metropolitan Separate School Board recognizes its responsibility to build a sense of Christian family trust and common purpose in partnership with parents and ratepayers, clergy and laity, staff and students; and

WHEREAS the Metropolitan Separate School Board recognizes its responsibility to assist parents and pastors in carrying out their natural and spiritual responsibilities in educating children, through two-way communication and participation in educational activities; and

WHEREAS the Metropolitan Separate School Board recognizes its statutory responsibility in cooperation with various levels of government to provide a complete range of education for all Catholic students;

BE IT RESOLVED THEREFORE THAT the major goal for the Metropolitan Separate School Board is to provide an education, to the fullest extent, for each Catholic student in Metropolitan Toronto and to assist and encourage each student in its jurisdiction to strive towards the following objectives:

- to develop a deep personal relationship with Christ that is manifested in one's daily life and interpersonal activities;

- to develop a love for the Church as the community of God's people, and to provide service to all;

- to think independently and analytically and to make sound judgements and value-oriented decisions;

- to anticipate and to adapt intelligently to change;

- to seek excellence in the arts, sciences and technology and to value and appreciate the cultural and performing arts;

- to work towards the development of healthy bodies and life-styles through physical fitness, sports and recreational activities;

- to make a useful contribution to the family and Canadian society and to assume an obligation as a member of the global society.

(Adopted by the Board, September 23, 1982)

1. STRIVING FOR EXCELLENCE

1.1 BACKGROUND

As clearly indicated in its Mission Statement and Objectives, the Metropolitan Separate School Board is committed to providing each student an education which is excellent in all aspects.

Educational excellence, and the provision of quality education, has been a constant goal of the Board since its inception. Over the years, through the continuous evaluation provided by line supervision of departments, programs, staff effectiveness and student achievement, the commitment of this Board to excellence in education has been evident. This supervision/ evaluation responsibility of our system leaders will continue to be the major component in planning for, and bringing about, system improvement. However, if effective supervision and, consequently, meaningful planning for and effecting change are to continue, access to accurate, comprehensive information is essential.

On April 21, 1988 the Board approved the document, Administering the Metropolitan Separate School Board: A Plan for Change. This event capped a prolonged process of analysis, consultation and response, which was initiated in 1983 with the Cooperative Evaluation and Development of School Systems (C.E.D.S.S.) project of the Board and Ministry of Education.

Among the many recommendations in "A Plan for Change" were several related to the articulated need from various employee groups "to develop formal mechanisms for the setting of objectives and reviewing the extent to which policies, procedures and practices are achieving these objectives".[1] The Plan further states the need "to develop mechanisms to review system objectives and ensure accountability for meeting student needs".[2]

As a result of the "Plan for Change" and in order to address the issue of system quality assurance, the System Review Superintendency was established, effective 01 September 1988.

It is recognized that the quality of the decisions of the Metropolitan Separate School Board, related to system improvement, and made in the context of the supervisor/ supervisee relationship, will be enhanced if objective, reliable, data can be provided to the process.

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1 "Reorganization of the Administrative Structure of the Metropolitan Separate School Board" p. 24, sec. 2.6

2 Ibid, p. 8, sec. 1.5

As such, the System Review Superintendency is charged with the responsibility to determine, in a positive and supportive manner, the extent to which policies, procedures and practices have been implemented throughout the system to achieve the goals and objectives of the Metropolitan Separate School Board. In general, the model proposed for system review will then:

- Identify exemplary practices across the Board;
- Recognize the valuable contribution of staff throughout the system; and,
- Enable the collection of a wide range of valid, useful, comprehensive data at the school and departmental levels of the Board. This data will be collated, analyzed and reported back to those in the system at the school, departmental and Board levels, who then will use the information to plan for, and effect, system improvement.

1.2 OBJECTIVES OF THE SYSTEM REVIEW SUPERINTENDENCY

The objectives, then, of the System Review Superintendency are:

- To recognize outstanding contributions and achievements by students, staff and communities;
- To determine the degree to which Board and Ministry policies, practices and procedures are implemented in the schools and departments of the Board;
- To assess whether community needs and expectations are reflected in the delivery of educational services to Metropolitan Separate School Board students;
- To ascertain whether the fiscal, physical and human resources of the system are deployed in an educationally-effective and cost-efficient manner;
- To encourage meaningful participation of principals, staffs, senior administration and school communities in the review of system objectives, policies, practices and procedures; and,
- To provide the Board, schools and appropriate departments with comprehensive data on trends and issues related to system quality for use in the improvement of practices and the encouragement of new and future directions;

1.3 SYSTEM IMPROVEMENT - A PARTNERSHIP

The assurance of system quality is not the sole responsibility of an individual, a specific employee group or an established department. Rather, all partners in the educational process - student, parent, clergy, business and academic support staff, teacher, principal, supervisory officer and trustee - have a role to play in further developing our effective school system. In addition to each partner's duties and responsibilities, which are prescribed in the Education Act and its Regulations, the Metropolitan Separate School Board expects that all involved with the system will contribute to the building of a Catholic community and perform their roles as active partners in the educational process in a positive and constructive manner.

2. THE SYSTEM REVIEW SUPERINTENDENCY

The System Review Superintendency will provide a coordinating role in the reviews which will be conducted in all areas of the Board - centralized departments, delivery systems and schools. As such, the Superintendency consists of three distinct, yet complementary, departments - School Review, Audit, and Research under the jurisdiction of the Superintendent of Education, System Review.

2.1 THE SUPERINTENDENT OF EDUCATION - SYSTEM REVIEW

The major responsibilities of the Superintendent of Education - System Review, who will report to the Office of the Director of Education, will include the following:

- Manage the on-going operations of the System Review Superintendency;
- Recommend, coordinate, monitor and report on system review initiatives;
- Conduct departmental and school reviews;
- Coordinate special review projects;
- Liaise with the Director's Council, Division Councils and Field Centres;
- Serve as resource to the Strategic Planning Council.

2.2 THE SCHOOL REVIEW DEPARTMENT

The major responsibilities of the Assistant Superintendent of Education, School Review, are to:

- Plan and coordinate comprehensive reviews of school effectiveness in organizational and management practices;
- Coordinate/ conduct special review projects (i.e., effectiveness of support service systems);
- Liaise with appropriate supervisory officers regarding school reviews and special review projects.

2.3 THE AUDIT DEPARTMENT

The major responsibilities of the Coordinator of Audit are to:

- Ensure sound system practices regarding fiscal responsibilities;
- Determine the effectiveness of management processes;
- Ensure congruence with Board policy and practices in the area of budgetary expenditures for schools and departments;
- Liaise with external auditors;
- Review departmental compliance with specific system objectives and Board policies, procedures and practices.

2.4 THE RESEARCH DEPARTMENT

The Research Department has been incorporated into the System Review Superintendency and, as well as continuing to provide many of the existing services, the major departmental responsibilities of the Assistant Superintendent of Education, Research, are to:

- Respond to curriculum research activities generated by C.R.D.I.;
- Provide research strategies, instrumentation, and data analysis for special review projects and school/ departmental reviews;
- Assess and monitor research requests by outside groups or individuals as determined by policy;
- Liaise with external research-oriented organizations (i.e., O.I.S.E., M.O.E., O.E.R.C., etc.).

3. THE SCHOOL REVIEW MODEL

3.1 EXCELLENCE IN OUR SCHOOLS

In recent years, extensive research has been conducted on the determinants of effective schooling. The results of studies within this context have concluded that the following are some of the key indicators related to an "effective" school:

- The student accepts appropriate responsibility for his/ her learning;
- Each student is seen as a significant partner in the learning process;
- The student has sufficient self-confidence and self-esteem to be a risk-taker;
- The mission and goals of the school are clear and accepted;
- The climate of the school is one which evidences the value of learning, has expectations of orderliness and stresses the efficient use of time. Positive inter-action among all in the school is evident and every person in the school contributes to the decision-making process;
- The leadership in the school is pedagogically oriented and, as such, fully supports, makes prescriptions for and is actively involved in the instructional program;
- Every attempt is made to ensure the community, home, and church understand and support the school's mission; and,
- A variety of teaching/ learning strategies are applied to meet the varying needs of the students in the school.

The above list of indicators is by no means exhaustive. An overriding theme throughout the effective schools literature is the role of the principals (and vice-principal, if on-site) as key figures in establishing effective school environments. Although the principal and vice-principal are critical in leading and maintaining successful schools, it is also recognized the truly effective Catholic school can be realized only through the partnership efforts of the entire school staff, both those in teaching and in support roles. Further research and the shared experiences of success in Metropolitan Separate School Board schools will continue to define the effective school for each school community. School staffs must constantly re-examine and redefine the question of quality education for the young people they serve.

For those committed to Catholic education, the issue of quality education in a Catholic school goes well beyond the secular findings of research. The fullness of Christian life consists in the integration of the two great commandments of love. Catholic education must be carried out in the context of a community animated by faith and charity. Like the Catholic home, and the church, the Catholic school must reflect, not just a structure where Catholic truths are taught but, more importantly, the Catholic school must be enlivened with the value systems shared by believers in Christ.

The ultimate goal of Catholic education is to bring the student to that fullness of life which belongs to man in the image of God. It is the responsibility of the Catholic school system to utilize all its resources in the pursuit of this goal. Trustees, supervisory officers, support staff, principals and teachers must see this as the primary purpose for being involved in Catholic education.

At the school level, however, it is the principal and teaching/ support staff who provide the direct means of growth and support for each student's faith. Their task, assisted by all those involved in education, is to mold a strong Christian school community, witnessed by a mature living faith.

For our Catholic schools, the provision of opportunities to promote the faith life of the student is the primary indicator of a Catholic school.

Through the school review process, the Metropolitan Separate School Board, in accepting its responsibility for ensuring a quality Catholic education for its students, has developed procedures to review the quality of the educational enterprise in its schools.

3.2 THE OBJECTIVES OF THE SCHOOL REVIEW

The purpose of the school review is to ascertain, in a positive and supportive manner, the extent to which policies, procedures and practices have been implemented in the local school to achieve the goals and objectives of the Metropolitan Separate School Board, the local superintendency and the school. As such, the school review has the following objectives:

- To determine the presence of a Catholic school community environment where students and staff are challenged to grow in faith and love of neighbour and Church;

- To determine that curriculum objectives, planning and resources are appropriate and relevant to the needs of the students;
- To determine the effectiveness of the various communication strategies within the school and the community it serves;
- To examine how the physical, human and fiscal resources are managed and utilized in the school;
- To review the leadership initiatives which have been provided to implement the objectives, policies, procedures and practices of the Board;
- To ascertain the initiatives taken by all staff in the provision of, and involvement in, professional development; and,
- To review school practices relating to student and personnel evaluation.

3.3 COMPONENTS RELATED TO THE OBJECTIVES OF THE SCHOOL REVIEW

An extensive list of components, related to each of the above objectives could be developed.

A brief cluster of components for each objective has been developed and is listed below. Through consultation, these components may be expanded, further-defined, and adapted to the particular school being reviewed.

Objective 1:

To determine the presence of a Catholic school community environment where students and staff are challenged to grow in faith and love of neighbour and Church.

Components:

- Support to staff and students in the growth of their faith by example and encouragement;
- Religion across the curriculum in the philosophy and programs of the school;
- School, parish and home cooperation;

- Provision of faith experiences in the on-going life of the school;
- Establishment of a positive school climate;
- Coordination of the students' spiritual, intellectual, social, emotional and physical needs in the school curriculum;
- Respect, consideration, and cooperation among all members of the school community;
- Students, as active, responsible partners in the learning process; and
- Cooperative development and implementation of the goals and objectives of the school, the superintendency and the Board.

Objective 2:

To determine that curriculum objectives, planning and resources are appropriate and relevant to the needs of students;

Components:

- General congruence of programs with Ministry of Education and Board guidelines;
- Teaching/ learning strategies designed to meet individual student needs;
- Use of program modification strategies (I.D.T., S.B.S.T, grouping practices, etc.);
- Program/ curriculum balance and provision of co-curricular/ extra curricular activities;
- Provision of guidance for appropriate program selection; and,
- Short and long-term program planning strategies.

Objective 3:

To determine the effectiveness the various communication strategies within the school and the community it serves;

Components:

- Communication activities/ procedures/ content with the home;
- Communication activities/ procedures within the school (i.e., staff meetings, newsletters, announcements, etc.);
- interaction of the School Association with school personnel/ activities; and,
- The understanding and communication of school routines, practices, procedures, policies and expectations.

Objective 4:

To examine how the physical, human and fiscal resources are managed and utilized in the school;

Components:

- Use of school budget and expenditure of funds;
- School and community use of school facilities;
- Deployment of human resources according to available strengths and skills within the school and use of Board and community resource personnel;
- Maintenance of school plant and grounds; and
- Availability of learning resources and materials.

Objective 5:

To review the leadership initiatives which have been provided to implement the objectives, policies, procedures and practices of the Board;

Components:

- Records management (classroom registers, student data file; O.S.R.; etc.);
- Short and long-range plans for the school;
- School organization (supervision of pupils, timetables, class organization, etc.);

- Standard operating procedures (i.e., school handbook, discipline code, home work/ self-study expectations, etc.);
- Delegation of responsibility and decision-making processes; and,
- Curriculum implementation initiatives/ processes/ procedures.

Objective 6:

To ascertain the initiatives taken by all staff in the provision of, involvement in and application of professional development;

Components:

- Staff opportunities for personal/ professional development and building of faith community;
- The transfer and implementation by staff of professional development initiatives;
- Presence of an administrative plan for staff development;
- Use of school professional activity days;
- Initiatives to keep staff aware of current issues, trends, directions, guidelines, etc.; and,
- Involvement of staff in professional courses, training, workshops, and conferences.

Objective 7:

To review school practices relating to student and personnel supervision and evaluation.

Components:

- Student evaluation instruments, practices and procedures;
- Student reporting practices and procedures;
- School promotion/ placement practices.
- Approaches to staff supervision; and,
- Staff evaluation - instruments, practices and procedures.

3.4 SCHOOL REVIEWS - GENERAL SYSTEM ACTIVITIES

3.4.1 The Annual Selection of Schools for Review

To ensure a cyclical approach to the review of schools in the system, generally, schools will be selected on a random basis. Notwithstanding the random selection procedure, a particular school may be considered for review on the recommendation of:

- the Director's Council,
- the local supervisory officer,
- the school principal through the local supervisory officer.

The final selection of schools to be reviewed in a given year will be subject to the approval of the Director's Council.

Principals of schools selected for a review will be so notified by letter from the Director of Education, normally, by the 30th of September of the year in which the review is to occur.

3.4.2 The Establishment of the School Review Teams

The following will comprise the School Review Team:

i) External Members:

- Local supervisory officer (chairperson) [cf Appendix 1];
- One supervisory officer - System Review Superintendency;
- One additional supervisory officer;
- Other support staff, as required.

ii) Internal Members:

- Principal of the school [cf Appendix 2];
- Vice-principal of the school;
- At least three (3) staff members.

The external members of each School Review Team will be confirmed by the Director's Council on recommendation from the Superintendent of Education, System Review. The principal and staff of the school to be reviewed will select the additional internal members of the School Review Team. The local supervisory officer will serve as chairperson of the Team.

3.4.3 General Orientation to the School Review Process

A meeting with the principals/ vice-principals of the schools to be reviewed during the year and all supervisory officers involved in the reviews, will be convened by the System Review Superintendency and be held subsequent to the identification of schools to be reviewed in a given year.

The agenda for this meeting will include:

- An overview of the rationale and procedures for the review;
- The determination of timelines and activities for each school review.

3.4.4 Follow-Up To The Annual School Review Program

The Superintendent of Education, System Review will receive copies of all reports of school reviews conducted in a given year. A summary of the information from such reports will be used to provide the Office of the Director of Education with an overview of the annual school review process; the exemplary practices existing in schools; the on-going activity in schools; and, future directions required for continued system improvement.

3.5 THE SCHOOL REVIEW - SPECIFIC SCHOOL ACTIVITIES

3.5.1 Introduction

As previously indicated, the purpose of the school review is to determine, in a positive and supportive manner, the extent to which policies, procedures and practices have been implemented in the local school to achieve the goals and objectives of the Metropolitan Separate School Board, the superintendency and the school. Data to determine the extent of such implementation in the local school will be compiled by means of an on-site visit which will include the following components: presentation of information, direct observation, records analysis, interviews and surveys.

3.5.2 School Orientation to the Review

At least one month in advance of an on-site visit, the chairperson of the school review team and the principal will meet with the teachers and support staff of the school. At this meeting:

- The school review process and its objectives will be outlined as well as the role of staff in preparing for the review;
- A classroom visitation schedule will be tentatively arranged [see section 3.5.5ii)];
- Staff will be provided the opportunity to discuss input for the School Profile [cf Appendix 3]; and,
- The internal membership of the school review team will be finalized [see section 3.4.2].

3.5.3 The School Profile

One week in advance of the on-site visit, the completed School Profile is to be submitted to the chairperson of the school review team by the principal. The chairperson will immediately provide copies of the School Profile to all external members of the school review team.

3.5.4 Final Preparation for the School Review

During the week preceding the review, the chairperson of the review team will meet with the internal team members to:

- Respond to any concerns/ questions from the internal members of the team;
- Ensure all data supportive of the School Profile is available for the presentation to the external members of the school review team (i.e., supervision schedules, timetables, minutes - staff/ School Association meetings, parents' newsletters, notices, memoranda, etc.); and,
- Confirm all arrangements regarding meetings and data-gathering procedures.

Any updated information, schedules, etc., will be provided to members of the review team on the first day of the review.

3.5.5 The School Review - On-Site

i) *Presentation to the External Members (School Review Team)*

The formal on-site review will begin with a presentation by the internal members of the school review team to the external members of the team on the first morning of the review. The internal team will determine the amount of time required for the presentation in consultation with the review team chairperson.

The purpose of the presentation is to review, clarify and expand upon the School Profile. The presentation team will be prepared to present supportive data to elaborate on the School Profile, such as:

- information on use of human resources (i.e., staff deployment, resource staff, community services) in the school;
- School policy/ procedures guidelines/ handbooks, memoranda, etc.;
- Various schedules relating to resource deployment, supervision, timetabling, etc.;
- Relevant information pertaining to specific program initiatives, special education services, program modification, early identification procedures, long-range program plans, etc.;
- The school's organization for instructional purposes; and,
- Any other information which may enhance understanding of the school's operation.

Although the School Profile will provide information on various areas of interest to the school review team, the availability of concrete examples of activities, plans, records, programs, etc., (as outlined above), will provide invaluable supportive data to the process.

Following the presentation to the review team, the external members of the team will meet to identify further issues for clarification. These will be summarized and submitted by the chairperson to the internal team members for follow-up discussion.

ii) *Classroom Visitations*

According to an assigned schedule, randomly-selected teachers will be visited by an external member of the review team for approximately one-quarter day. The classroom visit will enable the external member of the review team to discuss with a staff member information related to the objectives for the school review process and to observe and collect concrete data related to the stated cluster of components [cf Appendix 4].

iii) *Financial Audit*

A review will also provide an opportunity for an external team member to audit fiscal matters related to the school. Petty cash accounts, non-Board funds and budget-related matters will be reviewed as per current Board procedures and expectations.

iv) *Group Interviews*

At least one external member of the review team will meet with teachers and support staff at some point during the review. Generally, the meeting would be on a group basis (i.e., teachers of one division, support staff, specialist staff, etc.). The focus for the discussion/ interview will be the objectives and components related to the school review model and relevant to the particular group being interviewed [cf Appendix 5].

v) *Enrolment/ Attendance Review*

A component of every school review will be an enrolment/ attendance review. An external member of the review team will analyze the congruency of enrolment/ attendance data from classroom registers with the School September Report and the student data file.

vi) *Facility Verification*

During the on-site visit, an external member of the review team will verify system information on the use of the school's facilities with the actual use of same. Information on the current use of permanent and portable classrooms; accuracy of the school floor plans; major outstanding capital projects; health and safety related matters, etc., will be collected, collated and used to up-date the Board's facility inventory.

vii) *Teacher, Pastor, and Parent Perception Surveys*

Concurrent with the on-site visitation, the pastor and parents in the school community [cf Appendices 6 and 7] and the school staff [cf Appendix 8] will be surveyed. These confidential surveys will provide perceptions of the pastor, parents and staff related to both the school review and system objectives. The results of such surveys will be tabulated and included in the school review report. Survey data from all school reviews will be summarized to provide system-wide information on perceptions and trends for future overall planning by the Board.

3.6 THE SCHOOL REVIEW REPORT

- All external members of the school review team will meet subsequent to the on-site visit to prepare a preliminary report. A supervisory officer of System Review Superintendency, will coordinate the preparation of this report. The report will highlight exemplary practices in the school, identify practices to be maintained and recommend initiatives to be addressed.

- The written report will address the stated objectives for the school review process.

- Within two weeks of the on-site visit, the preliminary report, signed by all external members of the school review team, will be presented by the chairperson to the internal members. Comments regarding to the preliminary report will be received at this time and forwarded to the external members of the school review team.

- A supervisory officer from the System Review Superintendency will then convene a meeting of the external members to finalize the school review report.

- The local superintendent of education and the internal members of the school review team will meet with the entire school staff to review the final school review report and discuss future directions and plans for the school.

- The principal, in consultation with the staff, will develop objectives and action plans to address initiatives recommended in the final school review report. To ensure proper monitoring, these objectives and plans will be incorporated into the objective-setting processes of the superintendent of education, principal and school staff.

- Copies of the final school review report will be sent to the to the principal, the local superintendent of education, and to the Office of the Director of Education. A copy of the report will be kept on file in the System Review Superintendency.

3.7 THE PROGRAM COMPONENT OF THE SCHOOL REVIEW MODEL

Application of the school review model is not intended to provide an in-depth review or evaluation of the design, content, and degree of implementation of a specific program. Rather, during a school review the curriculum component of the review will address matters related to general program delivery.

Should the review of a specific program be required, such a review will be coordinated by a Superintendent of Education, Program Design, as specified in the C.R.D.I. process. The area for review will be selected through that process and be approved by the Director's Council on recommendation from the Strategic Planning Council. Some of the schools selected as per the school review model could/ should, as well, be selected for an in-depth program review. The program review team and process would then be an add-on component to the school review process. Additional staff resources will be committed to selected schools where curriculum areas are to be reviewed in-depth. Members of the school review team could well complement the activities of the program review team.

4. CONCLUSION

The school review model is a new initiative for the Metropolitan Separate School Board. As with any new initiative, the school review process will engender excitement, enthusiasm, challenge and anxiety. It cannot be over-emphasized that the school review model will be a positive, supportive activity which, through the cooperative efforts of school staffs and system supervisory officers, will acknowledge the many great happenings in our system, identify the practices, procedures and policies which should be maintained, and indicate the directions we must take to ensure that the Metropolitan Separate School Board continues to offer its young people an education which is excellent in all aspects.

12 October 1989

THE LOCAL SUPERINTENDENT OF EDUCATION'S ROLE AND RESPONSIBILITIES IN THE SCHOOL REVIEW PROCESS

	ITEM	NOTES
1.	Attend orientation meeting.	
2.	In conjunction with school principal, conduct a meeting of all staff concerning the process and objectives of the school review.	One month in advance of the on-site visit.
3.	Receive from principal, the completed School Profile.	One week in advance of the on-site visit.
4.	Distribute to external members of the review team, a copy of the completed School Profile.	As soon as it is available.
5.	Meet with the internal members of the review team to: a) ensure that support documents for School Profile are available b) confirm arrangements re, classroom visits and group interviews.	During the week in advance of the on-site visit.
6.	Attend the presentation by internal members of the review team.	On the first morning of the on-site visit.
7.	Possible tasks during the on-site visit: a) visit, for one quarter of the day, randomly selected classes b) perform a financial audit c) hold group interviews with staff d) do an enrolment/attendance review e) do a facility verification review	
8.	Meet with other external members of the review team to give input to the preliminary School Review Report.	
9.	Meet with internal members of the review team to present and receive comment upon the preliminary School Review Report.	
10.	Receive a copy of the final School Review Report.	
11.	Meet with entire school staff to discuss future directions and plans for the school.	
12.	Receive and monitor objectives and action plans of the school.	

THE PRINCIPAL'S ROLE AND RESPONSIBILITIES IN THE SCHOOL REVIEW PROCESS

	ITEM	NOTES
1.	Attend orientation meeting.	
2.	In conjunction with local superintendent of education, conduct a meeting of all staff concerning: a) process and objectives of the school review b) the internal membership of the review team c) the mechanisms for staff input into the School Profile	One month in advance of the on-site visit.
3.	Submit to local superintendent of education, the completed School Profile.	One week in advance of the on-site visit.
4.	Meet with the internal members of the review team and local superintendent of education to: a) make available support documents to the School Profile (time tables, samples of communication, school handbook, etc.) b) confirm arrangements re, classroom visits and group interviews.	During the week in advance of the on-site visit.
5.	Present, along with other internal members of the school review team, a clarification and expansion of the School Profile.	On the first morning of the on-site visit.
6.	Liaison with external members of the school review team.	During the on-site visit.
7.	Meet along with the other internal members of the review team and the local superintendent of education to comment upon the preliminary School Review Report.	
8.	Receive the final School Review Report.	Within two weeks of the review.
9.	Meet, along with other internal members of the review team and the local superintendent of education, the entire school staff to review the School Review Report and discuss future directions and plans for the school.	
10.	Prepare objectives and action plans to address initiatives found in the final School Review Report.	

APPENDIX 3

METROPOLITAN SEPARATE SCHOOL BOARD

SCHOOL REVIEW PROGRAM

THE SCHOOL PROFILE

School: .....

Field Centre: .....

Superintendent of Education: .....

Principal: .....

Vice-Principal(s): .....

Date: .....

THE OBJECTIVES OF THE SCHOOL REVIEW MODEL

The purpose of the School Review Model is to ascertain, in a positive and supportive manner, the extent to which policies, procedures and practices have been implemented in the local school to achieve the goals and objectives of the Metropolitan Separate School Board, the local superintendency and the school. As such, the model has the following objectives:

a) To determine the presence of a Catholic school community environment where students and staff are challenged to grow in faith and love of neighbour and Church;

b) To determine that curriculum objectives, planning and resources are appropriate and relevant to the needs of the students;

c) To determine the effectiveness of the various communication strategies within the school and the community it serves;

d) To examine how the physical, human and fiscal resources are managed and utilized in the school;

e) To review the leadership initiatives which have been provided to implement the policies, procedures and practices of the Board;

f) To ascertain the initiatives taken by all staff in the provision of, and involvement in, professional development; and,

g) To review school practices relating to student and personnel evaluation.

THE SCHOOL PROFILE

The completed School Profile is a component of the school review process. When completed, the School Profile will give the external members of the School Review Team an insightful overview of the initiatives taken by the school to address the objectives of the Board, the superintendency and the school.

The School Profile is to be completed by the principal and vice-principal(s) (if assigned) in consultation with the internal members of the School Review Team and with the other members of the school staff and then forwarded at least one week in advance of the review to the school Superintendent of Education.

In completing each section of the School Profile, reference is to be made to the components related to each objectives as outlined on pages 10 to 14 in Planning for System Improvement in the Metropolitan Separate School Board: The School Review Model.

The School Profile will provide the major focus for the presentation made to the external members of the School Review Team on the first morning of the review. The use of supportive data (see page 14 of the above document) will complete the information needed for a full presentation by the internal members of the School Review Team.

As indicated in Planning for System Improvement in the Metropolitan Separate School Board: The School Review Model:

> Educational excellence, and the provision of quality education has been a constant goal of the Board since its inception. Over the years, through the continuous evaluation provided by line supervision of departments, programs, staff effectiveness and student achievement, the commitment of this Board to excellence in education has been evident. This supervision/ evaluation responsibility of our system leaders will continue to be the major component in planning for, and bringing about, system improvement. However, if effective supervision and, consequently, meaningful planning for and effecting change are to continue, access to accurate, comprehensive information is essential.

The School Review Model will provide the necessary, accurate, comprehensive information required for our continued success. As principals, vice-principals, teachers and support staff in the school, your role in the school review process to identify exemplary practices in your school, to recognize the valuable contribution of staff throughout the school and to collect valid, useful, comprehensive school-based data is truly appreciated. Together, all of us, as partners in education will use this information to continue to maintain our effective initiatives and to plan for, and effect, positive change and growth in the Metropolitan Separate School Board.

A. COMMUNITY/ SCHOOL DEMOGRAPHICS

(For External Use)

B. SYSTEM/ SUPERINTENDENCY OBJECTIVES FOR CURRENT YEAR

(For External Use)

C. SCHOOL/ PRINCIPAL OBJECTIVES FOR CURRENT YEAR

(For External Use)

D. THE PRESENCE OF CATHOLIC SCHOOL COMMUNITY

(For External Use)

E. CURRICULUM OBJECTIVES/ EVALUATION, PLANNING AND RESOURCES RELATED TO STUDENT LEARNING NEEDS

(For External Use)

F. INTERNAL/ EXTERNAL COMMUNICATION SYSTEMS

(For External Use)

G. MANAGEMENT/ UTILIZATION OF PHYSICAL, HUMAN AND FISCAL RESOURCES

(For External Use)

H. LEADERSHIP PROVIDED TO IMPLEMENT BOARD OBJECTIVES, POLICIES, PRACTICES AND PROCEDURES

(For External Use)

I. PROFESSIONAL DEVELOPMENT INITIATIVES

(For External Use)

J. STAFF/ STUDENT/ SUPERVISION AND EVALUATION

(For External Use)

K. OTHER SCHOOL INITIATIVES

(For External Use)

L. ADDITIONAL COMMENTS

(For External Use)

(Date)

(Principal's Signature)

12 October 1989

METROPOLITAN SEPARATE SCHOOL BOARD

SCHOOL REVIEW PROGRAM

CLASSROOM VISITATION GUIDE

One component of the on-site segment of the school review is classroom visitations. Each external member of the school review team will spend approximately one hour in each of several classrooms during the week. The classrooms to be visited will be randomly selected prior to the review week and a visitation schedule arranged. During the classroom visit, it is expected the teacher will actively teach the class for some of the visitation time (i.e., 20 minutes) and arrange seat-work activities for the balance of the time to provide an opportunity for discussion with the review team member.

The active assistance you will provide during the classroom visitation is an important component of the process. A sincere thanks for your cooperative involvement in the school review. The information provided during the visit will assist us in pulling together an overall perspective of the organizational practices of the school.

The following areas will provide a focus for discussion: (Please have available concrete, supportive material which may relate to these areas.)

- How would you describe your educational philosophy?
- In what ways have you challenged your students to grow in faith and love of neighbour and church?
- How have you planned/ structured your program and classroom to meet the needs of your students?
- How do you assess and report on the achievement of your students?
- How have you involved human and physical resources in the delivery of your program? Are additional resources needed to complement your program?
- What professional development initiatives have you been involved with in the recent past? Were you satisfied with these initiatives? What other initiatives should be provided in the future?
- What is your opinion of the current teacher supervision and promotion policies and practices of the Board?
- Are there other objectives, policies, practices and procedures of the Board, the Superintendency and the school which help, or hinder, you in your job?

12 October 1989

METROPOLITAN SEPARATE SCHOOL BOARD

SCHOOL REVIEW PROGRAM

GROUP INTERVIEW GUIDE

The group interview process is another component of the school review.

During the week, the external team members of the school review team will meet with various staff groups

- Classroom teachers by division,
- Support staff (clerical/ custodial/ education assistants),
- Specialist staff,

for approximately one-half hour during non-class time (i.e., before/ after school, during lunch hour) unless other arrangements can be made.

The purpose of the group interview component is to provide an opportunity for the above staff groups collectively, to address system, superintendency, and local school issues. The following discussion starters provide a focus for the group interview session:

- Are we, as a system, "schools with a difference"? How are we, as a school, a "school with a difference"?
- To what degree are we (the group being interviewed), as a unit within the school, working together to meet the various needs of our students?
- Are we, as a school staff, effectively communicating among ourselves and to our parish community? Our broader community?
- What Board-wide, superintendency-wide, and/ or school-wide initiatives are working well? Are there other initiatives which should be considered for implementation?
- What are the strengths, and weaknesses, of the School Review Model?

12 October 1989

METROPOLITAN SEPARATE SCHOOL BOARD
PASTOR PERCEPTION SURVEY

Dear Father:

The Metropolitan Separate School Board is committed to providing each student an education which is excellent in all aspects. As a means of ensuring quality education within the M.S.S.B., a School Review process has been established. One aspect of the School Review process is the completing of this survey.

Your opinions and attitudes are of vital importance to the review process and therefore, I ask that you complete this survey and return it within the next couple of days in the self-addressed envelope provided.

It is not a test nor are there any right or wrong answers. Your answers will be kept completely confidential. Do not sign your name or identify yourself in any way and when completed, seal it in the self-addressed envelope provided and return it via Canada Post.

Thank you in advance for your co-operation in this review; your input is very much appreciated.

Yours truly,

J.P. Howarth,
Senior Superintendent
of Education,
System Review

.....

DIRECTIONS

The following statements describe a variety of conditions related to the operation of the school your child attends.

We want to know to what extent you agree or disagree with each statement. Therefore indicate your opinion by marking each statement as follows:

Circle	A	if you AGREE with the statement
	U	if you are UNDECIDED
	D	if you DISAGREE with the statement
	NA	if the statement is NOT APPLICABLE

Please turn the page and begin.

PASTOR PERCEPTION SURVEY

		AGREE	UNDECIDED	DISAGREE	NOT
1.	The Metropolitan Separate School Board offers an education in which God, His truth, His life and His love are evident in the entire curriculum and life of our school.	A	U	D	N
2.	Our school community (i.e. home, school and church) fosters respect, consideration and cooperation among all who are entrusted with the faith and spiritual development for our children.	A	U	D	N
3.	Our school community encourages our children to think independently and analytically.	A	U	D	
4.	Our school community encourages our children to make good judgements and value-oriented decisions.	A	U	D	
5.	There is visible support and positive participation by all members of our school community in promoting a Catholic Faith community.	A	U	D	
6.	Students of our school show respect for each other.	A	U	D	
7.	Our students and our school staff have a good working relationship with each other.	A	U	D	
8.	Generally, I am well informed of the philosophy and the education policies of the school.	A	U	D	
9.	Generally, I am well informed of the philosophy and the education policies of the Board.	A	U	D	
10.	There is good communication between parents and our school staff.	A	U	D	
11.	Our school is helping our students to cope with a rapidly changing society.	A	U	D	
12.	Our school is sensitive to the needs of our students of different cultural backgrounds.	A	U	D	

		AGREE	UNDECIDED	DISAGREE	NOT APPLICA-
13.	Our school is doing a good job in teaching our students religion.	A	U	D	NA
14.	Our school is doing a good job in teaching our students the language arts (reading, writing, etc.).	A	U	D	NA
15.	Our school is doing a good job in teaching our students mathematics.	A	U	D	NA
16.	Our school is doing a good job in teaching our students the sciences.	A	U	D	NA
17.	Our school is doing a good job in teaching our students social studies (history, geography, etc.).	A	U	D	NA
18.	Our school is doing a good job in promoting physical fitness.	A	U	D	NA
19.	Our school is doing a good job in exposing our students to the arts (music, art, drama, etc.).	A	U	D	NA
20.	Our school is placing sufficient emphasis on out of classroom activities.	A	U	D	NA
21.	The curriculum of our school adequately prepares our students to continue their education.	A	U	D	NA
22.	Our students are encouraged and provided with opportunities to learn to the best of their ability.	A	U	D	NA
23.	Our school tries to meet the individual needs of our students.	A	U	D	NA
24.	For the most part, I am satisfied with our school.	A	U	D	NA
25.	There are sufficient learning materials (books, textbooks, workbooks) available at our school.	A	U	D	NA
26.	There is sufficient learning equipment (audio visual, computers, etc.) available in our school.	A	U	D	NA

		AGREE	UNDECIDED	DISAGREE	NOT APPLIC
27.	The amount of homework given to our students is appropriate.	A	U	D	NA
28.	Our school's staff is concerned about our students as individuals.	A	U	D	NA
29.	I feel welcome when I visit the school.	A	U	D	NA
30.	Our students are treated fairly.	A	U	D	NA
31.	Our school rules and the regulations affecting our students are reasonable.	A	U	D	NA
32.	Discipline is not a serious problem at our school.	A	U	D	NA
33.	I feel that our students are safe at our school.	A	U	D	NA
34.	In general our students like going to our school.	A	U	D	NA
35.	Our school building is adequate.	A	U	D	NA
36.	Our school is well maintained.	A	U	D	NA
37.	Our students receive appropriate recognition for their achievements.	A	U	D	NA
38.	Generally, I feel that this survey is clear and understandable.	A	U	D	NA
39.	I am pleased to have been given the opportunity to provide input via this survey.	A	U	D	NA

THANK YOU FOR COMPLETING THIS SURVEY.

Please, seal it in the envelope provided and return it via Canada Post.

METROPOLITAN SEPARATE SCHOOL BOARD
PARENT PERCEPTION SURVEY

Dear Parent:

The Metropolitan Separate School Board is committed to providing each student an education which is excellent in all aspects. As a means of ensuring quality education within the M.S.S.B., a School Review process has been established. One aspect of the School Review process is the completing of this survey by a number of parents in the school community.

Your opinions and attitudes are of vital importance to the review process and therefore, I ask that you complete this survey and return it to the school within the next couple of days in the envelope provided.

It is not a test nor are there any right or wrong answers. Your answers will be kept completely confidential. Do not sign your name or identify yourself in any way and when completed, seal it in the envelope provided and return it to the school.

Thank you in advance for your co-operation in this review; your input is very much appreciated.

Yours truly,

J.P. Howarth,
Senior Superintendent
of Education,
System Review

.....

DIRECTIONS

The following statements describe a variety of conditions related to the operation of the school your child attends.

We want to know to what extent you agree or disagree with each statement. Therefore indicate your opinion by marking each statement as follows:

Circle	A	if you **AGREE** with the statement
	U	if you are **UNDECIDED**
	D	if you **DISAGREE** with the statement
	NA	if the statement is **NOT APPLICABLE**

Please turn the page and begin.

METROPOLITAN SEPARATE SCHOOL BOARD
PARENT PERCEPTION SURVEY

		AGREE	UNDECIDED	DISAGREE	NOT APP
1.	The Metropolitan Separate School Board offers an education in which God, His truth, His life and His love are evident in the entire curriculum and life of our school.	A	U	D	NA
2.	Our school community (i.e. home, school and church) fosters respect, consideration and cooperation among all who are entrusted with the faith and spiritual development for our children.	A	U	D	NA
3.	Our school community encourages our children to think independently and analytically.	A	U	D	NA
4.	Our school community encourages our children to make good judgements and value-oriented decisions.	A	U	D	NA
5.	There is visible support and positive participation by all members of our school community in promoting a Catholic Faith community.	A	U	D	NA
6.	Students of our school show respect for each other.	A	U	D	NA
7.	Our students and our school staff have a good working relationship with each other.	A	U	D	NA
8.	Generally, we are well informed of the philosophy and the education policies of the school.	A	U	D	NA
9.	Generally, we are well informed of the philosophy and the education policies of the Board.	A	U	D	NA
10.	There is good communication between parents and our school staff.	A	U	D	NA
11.	Our school is helping our students to cope with a rapidly changing society.	A	U	D	NA
12.	Our school is sensitive to the needs of our students of different cultural backgrounds.	A	U	D	NA

		AGREE	UNDECIDED	DISAGREE	NOT APPLICA-
13.	Our school is doing a good job in teaching our students religion.	A	U	D	NA
14.	Our school is doing a good job in teaching our students the language arts (reading, writing, etc.).	A	U	D	NA
15.	Our school is doing a good job in teaching our students mathematics.	A	U	D	NA
16.	Our school is doing a good job in teaching our students the sciences.	A	U	D	NA
17.	Our school is doing a good job in teaching our students social studies (history, geography, etc.).	A	U	D	NA
18.	Our school is doing a good job in promoting physical fitness.	A	U	D	NA
19.	Our school is doing a good job in exposing our students to the arts (music, art, drama, etc.).	A	U	D	NA
20.	Our school is placing sufficient emphasis on out of classroom activities.	A	U	D	NA
21.	The curriculum of our school adequately prepares our students to continue their education.	A	U	D	NA
22.	Our students are encouraged and provided with opportunities to learn to the best of their ability.	A	U	D	NA
23.	Our school tries to meet the individual needs of our students.	A	U	D	NA
24.	For the most part, I am satisfied with our school.	A	U	D	NA
25.	There are sufficient learning materials (books, textbooks, workbooks) available at our school.	A	U	D	NA
26.	There is sufficient learning equipment (audio visual, computers, etc.) available in our school.	A	U	D	NA

		AGREE	UNDECIDED	DISAGREE	NOT
27.	The amount of homework given to our students is appropriate.	A	U	D	N
28.	The information we receive about our students' progresss is clear and understandable.	A	U	D	N
29.	We receive enough information about <u>how</u> our students are taught.	A	U	D	N
30.	We receive enough information about <u>what</u> our students are taught.	A	U	D	N
31.	The teacher/parent interviews are helpful.	A	U	D	N
32.	Our school's staff is concerned about our students as individuals.	A	U	D	N
33.	I feel welcome when I visit the school.	A	U	D	N
34.	Our students are treated fairly.	A	U	D	N
35.	Our school rules and the regulations affecting our students are reasonable.	A	U	D	N
36.	Discipline is not a serious problem at our school.	A	U	D	N
37.	I feel that our students are safe at our school.	A	U	D	N
38.	In general our students like going to our school.	A	U	D	N
39.	Our school building is adequate.	A	U	D	N
40.	Our school is well maintained.	A	U	D	N
41.	Our students receive appropriate recognition for their achievements.	A	U	D	N
42.	Generally, I feel that this survey is clear and understandable.	A	U	D	N
43.	I am pleased to have been given the opportunity to provide input via this survey.	A	U	D	N

THANK YOU FOR COMPLETING THIS SURVEY.

Please, seal it in the envelope provided and send it to your child's school.

METROPOLITAN SEPARATE SCHOOL BOARD
TEACHER PERCEPTION SURVEY

Dear Colleague:

The Metropolitan Separate School Board is committed to providing each student an education which is excellent in all aspects.

In order to assist in fulfilling this mandate the System Review Superintendency has been established with the responsibility for determining, in a positive and supportive manner, the extent to which policies, procedures, and practices have been implemented throughout the system to achieve the goals and objectives of the Metropolitan Separate School Board.

As part of the school review process, you are requested to complete this survey. Your opinions and attitudes are of vital importance to the review process and therefore, I ask you to complete this survey, and hand it in to the school office for pick up by an external member of the review team.

It is not a test nor are there any right or wrong answers. Your answers will be kept completely confidential. Do not sign your name or identify yourself in any way.

Thank you in advance for your co-operation in this review; your input is very much appreciated.

Yours truly,

J.P. Howarth,
Senior Superintendent
of Education,
System Review

.....

DIRECTIONS

The following statements describe a variety of conditions related to the operation of the school your child attends.

We want to know to what extent you agree or disagree with each statement. Therefore indicate your opinion by marking each statement as follows:

Circle	A	if you AGREE with the statement
	U	if you are UNDECIDED
	D	if you DISAGREE with the statement
	NA	if the statement is NOT APPLICABLE

Please turn the page and begin.

TEACHER PERCEPTION SURVEY
PART A

		AGREE	UNDECIDED	DISAGREE	NOT
1.	The Metropolitan Separate School Board offers an education in which God, His truth, His life and His love are evident in the entire curriculum and life of our school.	A	U	D	N
2.	Our school community (i.e. home, school and church) fosters respect, consideration and cooperation among all who are entrusted with the faith and spiritual development for our students.	A	U	D	N
3.	Our school community encourages our students to think independently and analytically.	A	U	D	N
4.	Our school community encourages our students to make sound judgements and value-oriented decisions.	A	U	D	N
5.	There is visible support and positive participation by all members of our school in promoting a Catholic Faith community.	A	U	D	N
6.	The goals and priorities of the Board are communicated clearly to me.	A	U	D	N
7.	I have adequate opportunity to influence system wide initiatives.	A	U	D	N
8.	I have adequate opportunity to influence superintendency initiatives.	A	U	D	N
9.	I have adequate opportunity to be included in our school's decisions.	A	U	D	N
10.	I understand the curriculum goals and objectives of the Board.	A	U	D	N
11.	I have adequate opportunity to be involved in planning program content and implementation strategies system wide.	A	U	D	N
12.	I have adequate opportunities to be involved in planning program content and implementation strategies at the superintendency level.	A	U	D	N

		AGREE	UNDECIDED	DISAGREE	NOT APPLIC.
13.	Our school is doing a good job in teaching our students religion.	A	U	D	NA
14.	I have adequate opportunities to be involved in planning program content and implementation strategies at our school.	A	U	D	NA
15.	Our students are encouraged and provided with opportunities to achieve success.	A	U	D	NA
16.	Opportunities are provided for our students to receive appropriate recognition of their achievements.	A	U	D	NA
17.	The individual needs of our students are met.	A	U	D	NA
18.	There are adequate and appropriate opportunities for staff development at the system level.	A	U	D	NA
19.	There are adequate and appropriate opportunities for staff development at the superintendency level.	A	U	D	NA
20.	There are adequate and appropriate opportunities for staff development at our school.	A	U	D	NA
21.	The present staff evaluation policy and practices of the Board promote personal and professional growth.	A	U	D	NA
22.	Generally, we receive recognition for our contribution to our school.	A	U	D	NA
23.	Generally, we receive recognition for our contribution to the superintendency.	A	U	D	NA
24.	Generally, we receive recognition for our contribution to the system as a whole.	A	U	D	NA
25.	The promotion procedures of the Board are clear.	A	U	D	NA
26.	The promotion procedures of the Board are fair.	A	U	D	NA

		AGREE	UNDECIDED	DISAGREE	NOT AP
27.	The communication within our school meets my needs.	A	U	D	NA
28.	We communicate effectively with our school community.	A	U	D	NA
29.	Parents have sufficient opportunities to be involved in the education of their children.	A	U	D	NA
30.	The physical facilities of our school are adequate.	A	U	D	NA
31.	Our school provides a safe and orderly environment.	A	U	D	NA
32.	Our school has good spirit and morale.	A	U	D	NA
33.	Our school's discipline code is implemented effectively.	A	U	D	NA
34.	There is a good working relationship between parents and staff of our school.	A	U	D	NA
35.	Our parents find our reporting procedures to be clear and understandable.	A	U	D	NA
36.	A standardized testing program in the Board would help me to meet the needs of my students.	A	U	D	NA
37.	My workload is fair and equitable.	A	U	D	NA
38.	There are sufficient and appropriate textbooks in my class to meet the needs of my students.	A	U	D	NA
39.	There are sufficient and appropriate library materials in our school to meet the needs of my students.	A	U	D	NA
40.	There are sufficient and appropriate classroom supplies to meet the needs of my students.	A	U	D	

		AGREE	UNDECIDED	DISAGREE	NOT APPLIC.
41.	There are sufficient and appropriate equipment in our school to meet the needs of my students.	A	U	D	NA
42.	There is a good variety of extra curriculum activities available to our students.	A	U	D	NA
43.	All things considered I enjoy working for the Metropolitan Separate School Board.	A	U	D	NA
44.	Our Local School Staff Allocation Committee is able to meet its mandate as outlined in the collective agreement.	A	U	D	NA
45.	Generally, I feel that this survey is clear and understandable.	A	U	D	NA
46.	I am pleased to have been given the opportunity to provide input via this survey.	A	U	D	NA

THANK YOU FOR COMPLETING THIS PART OF THE SURVEY.

Part B asks you to briefly complete some statements.

TEACHER PERCEPTION SURVEY
PART B

1. The single most important initiative we should take in order to meet the goal of M.S.S.B. being "a system with a difference" is:

_____

_____

_____

2. The major strength of M.S.S.B. is: _____

_____

_____

3. The most important area of improvement for our system to address should be:

_____

_____

4. The most important system-wide curriculum objective should be:

_____

_____

5. The major strength of our school is: _____

_____

_____

6. The most important objective of our school should be:

_____

_____

THANK YOU FOR COMPLETING THIS SURVEY

Please, seal it in the envelope provided and place it in the school office for pick-up by an external member of the review team.